

School: LCPCS School Year: 2022-23

Date: Jul 29, 2022

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

Indicator 1. Mission Aligned Initiative (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement. (maximum 20 points)

School to self-report by providing the mission statement, educational goals, rubrics, and disaggregated data as documentation on how the school has developed and implemented its model based on its mission statement.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	
		Vision Curriculum map Link SEL Survey Data - Spring 22 Lower Elementary Upper Elementary Secondary SEL Curriculum Plan Ha Rubric		

		Implementation Plan Brick and Mortar and Virtual Alignment WMTSS Handbook		
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MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

Using the criteria below, describe how your school has demonstrated and assessed student performance aligned to the school mission for this school year.

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> • The educational program is aligned to the mission • The mission guides decision-making and priority setting • The mission is reflected in student learning and progress 		X		

Mission

To emphasize hands-on learning and academic success where every student is known, valued, and loved using community partnerships and resources while instilling traditional cultural values.

Vision

Families, staff and community working together to graduate successful learners who are job, school, and life-ready.

Values

‘O Hawai‘i ke kahua o ka ho‘ona‘auao.

Hawai‘i is the foundation of our learning.

With respect to our mission, we have remained steadfast in becoming a data driven school community and use data extensively to evaluate student success. Throughout COVID, we have continued regular MAPs testing to measure performance in English and Math. In SY2021, we added MAP testing in Science. The following year, we began MAP testing three times yearly. We also transitioned our Kaupe‘a program to MAP testing as well. MAPs guide instruction, inform evaluation for special services, and are the principal measure to determine eligibility for Intervention programs. MAPs are used by classroom teachers to inform instruction. MAP scores are reported to parents regularly and are referenced in discussing promotion and retention.

LCPCS continues to establish itself as a school committed to place based learning that emphasizes project based learning opportunities. While COVID may have interrupted our progress toward consistently providing hands on learning, we came out the other side last year by offering woodshop, garden class, and art enrichment for all elementary students, as well as continuing performing arts, athletic fitness, digital/video media, woods, and ukulele. This year, we have expanded ukulele to include elementary classes.

Through the challenges of COVID, we have remained committed to traditional Hawaiian values. This included daily Piko on and off campus related to our weekly Ha:Breath value when in distance learning. We hired an experienced full time Hawaiian cultural and language teacher who works with elementary and secondary students. With that addition, we were again able to present an in person hoike to celebrate our growth at all levels. We restored our annual memorial of the 1946 tsunami that tragically took the lives of many Laupahoehoe students to a live event. The importance of retaining our connection to that event cannot be overstated for our school community

One of the biggest challenges of COVID for our campus was maintaining our community connections. Put simply, our parent hui and fundraising hui were simply unable to sustain the involvement they had pre-pandemic. The

silver lining to this was that other relationships have been fostered. Regarding fundraising service opportunities, we have developed strong relationships with both the Hilo Rotarians and the Akaka Falls Lions. We also have benefitted with our relationship with a community action group to save/rebuild the nearby Papa'aloa gym. I am happy to say that the coordination between that group and our secondary students organized testimonials, meetings with legislators, and community events resulted in significant state funding for a new gym. We will continue our relationship with local community activists and pursue a yearly initiative of the students' choosing to support. For the coming year, we have secured federal funding for a staff member to revitalize our parent community relationships. We have already had one live community event this summer to engage families in a discussion on the schools academic and social priorities. Three more live community events are planned for the fall and our Governing Board has committed to the ongoing process of updating and communicating our school ends.

College and Career Readiness continues as a priority for LCPCS. Our federally funded CCR coordinator will return for a third year and will expand delivery to include middle school students. The school governing board intends to continue annual presentations from local government officials on employment forecasting and economic development. We will once again host a live employment fair and hope to organize a live college fair for SY2022.

Likely our most important commitment during the pandemic moving forward is the determined creation and maintenance of coordinated student supports. Whether in the areas of attendance, behavior, mental health, or academics, we have created a structured data informed process of multi tiered student supports. Our Waipunalei MTSS team, which includes members from administration, teacher leadership, data coordination, interventionists, and counseling, have become systematic in the process of identifying academic and social emotional needs. MAP and classroom data is required from a teacher for an academic intervention referral. Federally and school funded interventionists lead the process of establishing challenging yet attainable short term growth goals. Panorama, our school data platform, is used extensively to note concerns, strategies and progress. The team meets weekly to discuss student specific improvement. WMTSS has also taken responsibility for revitalizing relationships between LCPCS and community mental health organizations including Hamakua Kohala Health and Hazel Health. Weekly reviews of student attendance and behavioral referrals inform decisions on attendance measures, school discipline, and the creation and refinement of individual student behavior plans. Because of all these processes, our special education protocols for evaluation have also streamlined getting needed services to students without delay.

Student academic performance during these years of COVID has been a supreme challenge, and LCPCS is encouraged to have seen modest growth in some academic areas while minimizing losses in others, this was in stark contrast to the sharp declines experienced by other schools in our complex area. Most importantly through

our commitment to data informed delivery and WMTSS, we feel we are well positioned to see our performance that is currently mixed, establish a steady pattern of growth.

For the coming year, we will implement a school based SEL curriculum that emphasizes Ha values with fidelity campus wide. This past summer, elementary and secondary faculty created our HA/SEL Curriculum. Instructional time has been allocated daily for this curriculum. Resources have been poured over to see that the best elements of what is available have been included. One highlight element of our PreK - 12 curriculum will be three PBL activities per grade. The first will emphasize the value of belonging and will feature native Hawaiian agriculture in our own, rejuvenated school garden.